

Saluda Elementary

400 West Butler Ave.
Saluda, SC 29138

Grades	3-5 Elementary School	
Enrollment	329 Students	
Principal	Ann M. Copelan	864-445-2564
Superintendent	Dr. Pete Stone	864-445-8441
Board Chair	Allen Harmon	864-445-7249

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	75	19	1

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 21 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Average	Good	Yes
2006	Average	Good	No

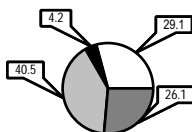
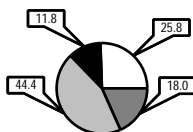
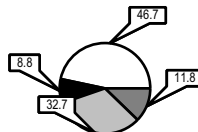
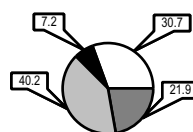
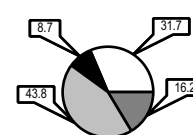
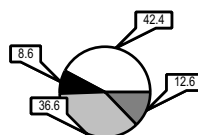
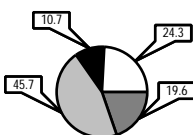
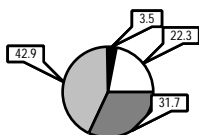
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	324	99.7	29.0	40.4	26.1	4.6	39.1	Yes	Yes
Gender									
Male	167	99.4	35.6	41.3	21.3	1.9	33.1	N/A	N/A
Female	157	100.0	21.8	39.5	31.3	7.5	45.6	N/A	N/A
Racial/Ethnic Group									
White	128	100.0	16.9	33.1	41.1	8.9	59.7	Yes	Yes
African American	148	99.3	35.0	51.1	11.7	2.2	23.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	48	100.0	43.5	28.3	28.3	0.0	30.4	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	262	99.6	21.1	42.7	30.9	5.3	45.9	N/A	N/A
Disabled	62	100.0	60.7	31.1	6.6	1.6	11.5	No	Yes
Migrant Status									
Migrant	10	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	314	99.7	27.8	40.8	26.8	4.7	40.1	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	60.9	30.4	8.7	0.0	8.7	I/S	I/S
Non-Limited English Proficient	299	99.7	26.4	41.2	27.5	4.9	41.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	236	99.6	36.0	42.3	19.4	2.3	28.8	Yes	Yes
Full-pay meals	88	100.0	10.6	35.3	43.5	10.6	65.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	324	100.0	25.6	44.5	17.9	12.0	42.5	Yes	Yes
Gender									
Male	167	100.0	28.0	44.1	16.8	11.2	39.8	N/A	N/A
Female	157	100.0	23.1	44.9	19.0	12.9	45.6	N/A	N/A
Racial/Ethnic Group									
White	128	100.0	16.1	33.1	27.4	23.4	64.5	Yes	Yes
African American	148	100.0	33.3	55.1	8.7	2.9	24.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	48	100.0	28.3	43.5	19.6	8.7	37.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	262	100.0	19.0	46.2	20.6	14.2	49.0	N/A	N/A
Disabled	62	100.0	52.5	37.7	6.6	3.3	16.4	No	Yes
Migrant Status									
Migrant	10	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	314	100.0	25.0	44.7	18.0	12.3	43.3	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	39.1	47.8	13.0	0.0	17.4	I/S	I/S
Non-Limited English Proficient	299	100.0	24.6	44.2	18.2	13.0	44.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	236	100.0	29.6	46.6	14.8	9.0	33.2	Yes	Yes
Full-pay meals	88	100.0	15.3	38.8	25.9	20.0	67.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	324	100.0	46.8	32.5	11.7	9.1	20.8
Gender							
Male	167	100.0	46.0	32.9	12.4	8.7	21.1
Female	157	100.0	47.6	32.0	10.9	9.5	20.4
Racial/Ethnic Group							
White	128	100.0	29.8	33.1	20.2	16.9	37.1
African American	148	100.0	60.1	31.9	4.3	3.6	8.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	48	100.0	52.2	32.6	10.9	4.3	15.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	262	100.0	41.3	34.0	13.8	10.9	24.7
Disabled	62	100.0	68.9	26.2	3.3	1.6	4.9
Migrant Status							
Migrant	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	314	100.0	46.0	32.7	12.0	9.3	21.3
English Proficiency							
Limited English Proficient	25	100.0	65.2	30.4	4.3	0.0	4.3
Non-Limited English Proficient	299	100.0	45.3	32.6	12.3	9.8	22.1
Socio-Economic Status							
Subsidized meals	236	100.0	54.3	31.8	8.1	5.8	13.9
Full-pay meals	88	100.0	27.1	34.1	21.2	17.6	38.8

Social Studies							
All Students	324	100.0	30.8	40.3	21.8	7.1	28.9
Gender							
Male	167	100.0	29.8	42.2	21.7	6.2	28.0
Female	157	100.0	32.0	38.1	21.8	8.2	29.9
Racial/Ethnic Group							
White	128	100.0	17.7	36.3	32.3	13.7	46.0
African American	148	100.0	39.9	44.2	14.5	1.4	15.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	48	100.0	39.1	39.1	15.2	6.5	21.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	262	100.0	25.9	40.9	24.7	8.5	33.2
Disabled	62	100.0	50.8	37.7	9.8	1.6	11.5
Migrant Status							
Migrant	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	314	100.0	29.3	41.3	22.0	7.3	29.3
English Proficiency							
Limited English Proficient	25	100.0	56.5	34.8	8.7	0.0	8.7
Non-Limited English Proficient	299	100.0	28.8	40.7	22.8	7.7	30.5
Socio-Economic Status							
Subsidized meals	236	100.0	38.1	40.8	17.0	4.0	21.1
Full-pay meals	88	100.0	11.8	38.8	34.1	15.3	49.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	107	100.0	23.2	35.4	31.3	10.1	41.4
	4	122	100.0	34.2	49.6	16.2	0.0	16.2
	5	115	100.0	41.0	41.0	18.1	0.0	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	97	100.0	24.7	32.3	34.4	8.6	43.0
	4	119	99.2	32.7	35.4	27.4	4.4	31.9
	5	108	100.0	28.7	53.5	16.8	1.0	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	107	100.0	23.2	48.5	19.2	9.1	28.3
	4	122	100.0	31.6	47.0	15.4	6.0	21.4
	5	115	100.0	23.8	42.9	18.1	15.2	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	97	100.0	28.0	43.0	16.1	12.9	29.0
	4	119	100.0	27.2	38.6	21.9	12.3	34.2
	5	108	100.0	21.8	52.5	14.9	10.9	25.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	107	100.0	46.5	42.4	11.1	0.0	11.1
	4	122	100.0	57.3	31.6	5.1	6.0	11.1
	5	115	100.0	54.3	33.3	8.6	3.8	12.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	97	100.0	53.8	30.1	11.8	4.3	16.1
	4	119	100.0	45.6	30.7	13.2	10.5	23.7
	5	108	100.0	41.6	36.6	9.9	11.9	21.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	107	100.0	24.2	44.4	18.2	13.1	31.3
	4	122	100.0	27.4	51.3	17.9	3.4	21.4
	5	115	100.0	50.5	36.2	10.5	2.9	13.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	97	100.0	26.9	38.7	29.0	5.4	34.4
	4	119	100.0	28.1	37.7	26.3	7.9	34.2
	5	108	100.0	37.6	44.6	9.9	7.9	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 329)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	8.5%	Up from 7.3%	3.7%	2.8%
Attendance rate	95.8%	Up from 95.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 9.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 8.4%	0.0%	0.0%
Eligible for gifted and talented	5.4%	Down from 6.8%	8.9%	10.4%
On academic plans	47.8%	N/AV	39.9%	33.6%
On academic probation	0.9%	N/AV	3.6%	1.0%
With disabilities other than speech	12.6%	Up from 11.3%	8.4%	7.5%
Older than usual for grade	4.6%	Up from 3.4%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	40.7%	Down from 42.3%	53.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	65.8%	Up from 62.7%	87.2%	87.3%
Teacher attendance rate	93.4%	Down from 95.2%	95.2%	94.9%
Average teacher salary	\$36,828	Up 3.2%	\$42,257	\$42,485
Prof. development days/teacher	20.2 days	Up from 17.1 days	14.0 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 17.7 to 1	18.0 to 1	18.6 to 1
Prime instructional time	87.5%	Down from 88.2%	89.7%	89.7%
Dollars spent per pupil*	\$7,229	Down 3.6%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	70.6%	Up from 66.0%	63.5%	64.0%
Percent of expenditures for instruction*	68.5%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Up from 98.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2005-2006 was a banner year for Saluda Elementary School (SES) students. We are proudly flying the Palmetto Silver flag, which was awarded to SES by the SC State Department of Education. SES was honored with the Palmetto Silver award for our significant improvement in PACT scores. Saluda Elementary School was also selected to participate in the Palmetto Gold and Silver Awards Program Showcase, in which we shared the practices/programs that have made the SES students so successful. Another tremendous honor was making Adequate Yearly Progress (AYP) by meeting all 25 goals set by the U.S. Department of Education.

Several of our students were also recognized for their individual accomplishments. SES students were presented the following art awards: the South Carolina District Water and Soil Conservation, National Transportation, and South Carolina Kids Safety Poster Contest. One of our fifth grade students was the district Lt. Governor's Essay Contest winner and another fifth grader's essay won the SC District Water and Soil Conservation Essay Contest.

Saluda Elementary's teachers were honored with awards this year as well. The fifth-grade math teachers were awarded the Education Improvement Grant in math. Two third-grade math teachers were honored to present at the State Math Conference. Connie Sample was chosen Teacher of the Year and Jennifer Thomas has been a great representative of our school as Saluda District One Distinguished Reading Teacher.

As SES students succeeded in the classroom, they were also contributing to their community. Our students raised over \$5,300 for the Ronald McDonald House, the American Cancer Society's Relay for Life and St. Jude's Children's Hospital. In addition to contributing to these organizations, students collected items for our Saluda National Guard Troops, who are serving in Iraq.

SES's PTA was vital to our success this year. These parents worked tirelessly to purchase materials for our garden, provide murals to spruce up our walls, help with the refurbishment of our library media center, present a fantastic carnival for all to enjoy, and assist with various student and teacher activities.

Teachers' professional development is essential to student learning. Our faculty participated in professional development programs, which focused on writing, reading, math and social studies. Teacher training will continue through the summer as we have teachers attending the Science PLUS Institute and teachers completing course work in the Gifted and Talented curriculum.

During the 2006-2007 school year, we will work with parents, community, and School Improvement Council to provide opportunities for our students academically. We look forward to another great year as we continue to realize that "Saluda Elementary Expects Success."

Ann Copelan, Principal

Nina Nordin, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	100	90
Percent satisfied with learning environment	86.2%	88.8%	78.2%
Percent satisfied with social and physical environment	96.6%	90.8%	84.3%
Percent satisfied with school-home relations	58.6%	88.9%	87.5%

*Only students at the highest elementary school grade level at this school and their parents were included.